

Course Syllabus
LI 805XU
Leadership and Administration of Information
Organizations
2/4-5; 4/8-9; & Internet

Faculty: Rajesh Singh
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Online Course Login: <https://elearning.emporia.edu>
Credit Hours: 3.0
Note: Course Syllabus May Change

Important Dates for Spring 2011

<i>Jan 12: First day of class</i>	<i>Jan 17: MLK Day (ESU closed)</i>	<i>Jan 26: Last day to drop</i>	<i>Mar 8: Midterm grades due</i>
<i>Mar 10: Midterm grades available</i>	<i>Mar 20-25: Spring Break</i>	<i>Mar 30: Last day to withdraw</i>	<i>May 6: Last day of semester</i>
<i>May 14: Commencement</i>	<i>May 17: Final grades due</i>		

Course Meetings

Face-to-face Weekend Meetings: Feb 4-5 and Apr 8-9

Office Hours

I am typically in my office Mondays through Fridays from 8am to 5pm Central Time (except when I am traveling to teach at the regional sites). Email me to set up an appointment to meet on the telephone or before class sessions.

Course Description

How can people who work in or administer information agencies use organization theories and models to see, understand, and shape the processes of the organization and the products and services it provides? How do the components of an organization--the people, techniques of work, structure, goals and values, and management--work together and influence the political, social and cultural environments in which the agency functions? This course explores ways of thinking about organizations that can be applied to the challenging tasks involved in administering information agencies.

Course Topics

- Leadership and emotional intelligence
- Strategic planning and decision making
- Organizational culture and leadership
- Human resource management
- Team building and learning organizations
- Organizational Communication and change management
- Library finance and budgeting
- Managing organizational performance
- Customer experience management and library advocacy

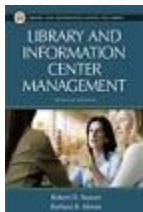
Course Outcomes

Upon successful completion of this course, students will be able to:

- Understand contemporary management principles, theories and processes, and their relationship to library and information organizations
- Identify environmental issues as they impact management and develop effective strategies to adapt to these environments
- Analyze and compare the concepts and practices of communication at individual, group, and organizational levels and demonstrate their application in a variety of workplace situations
- Work effectively as a team member through group projects, case studies and problem analysis
- Identify and explain issues involved in managing a diverse workforce and conduct necessary research to address these issues
- Assume leadership roles by employing effective management strategies in the organizational context
- Think critically about existing challenges and developing issues in the LIS profession

Required Text:

Stueart, R.D. & Moran, B.B. (2007). *Library and information center management*. Colorado: Libraries Unlimited.



Bookmark the [textbook companion site](#). We will use the site for analyzing some case studies.

Recommended readings:

These readings are recommended for developing skills you need in order to be an effective manager.

Allison, M. & Kaye, J. (2005). *Strategic planning for nonprofit organizations: A practical guide and workbook*. Hoboken, NJ: John Wiley & Sons.

Bennis, W. (2003). *On becoming a leader*. New York: Basic Books.

Bennis, W. & Goldsmith, J. (2003). *Learning to lead: A workbook on becoming a leader*. New York: Basic Books.

Bridges, W. (2003). *Managing transitions: Making the most of change*. Cambridge, MA: De Capo Pteess.

Cameron, K. S. & Quinn, R. E. (2006). *Diagnosing and changing organizational culture*. San Francisco: Jossey-Bass.

Collins, J. (2001). *Good to great: Why some companies make the leap ... and others don't*. New York: Collins.

Covey, S.M.R. & Merrill, R. R. (2006). *The speed of trust: The one thing that changes everything*. New York: Free Press.

Covey, S. R. (2004). *The 7 habits of highly effective people*. New York: Free Press.

C, C. & M. L. (2005). *Guide to library and information agency management*. Maryland: Scarecrow.

Drucker, P. (2005). *Managing the non-profit organization: Principles and practices*. New York: Collins.

Drucker, P. (2006). *The effective executive*. New York: Collins.

Evans, G.E. & Ward, P.L. (2003). *Beyond the basics: The management guide for library and information professionals*. New York: Neal-Schuman.

Godin, S. (2010). *Linchpin: Are you indispensable?* Portfolio: New York.

Greeberg, J. (2005). *Managing behavior in organizations*. Upper Saddle River, NJ: Pearson.

Gordon, R.S. (2005). *The accidental library manager*. Medford: Information Today.

Hallan, A. W. & Dalston, T.R. (2005). *Managing library budgets*. New York: Neal-Schuman.

Keyton, J. (2005). *Communication and organizational culture*. Thousand Oaks, California: Sage.

Kotter, J. P. & Cohen, D. S. (2002). *The heart of change: Real-life stories of how people change their organizations*. Boston: Harvard Business School Press.

Kouzes, J. M. & Posner, B. Z. (2007). *The leadership challenge*. San Francisco: John Wiley & Sons.

Lencioni, P. (2002). *The five dysfunctions of a team*. San Francisco: Jossey-Bass.

Marciana, Paul L. (2010). *Carrots and sticks don't work: Build a culture of employees engagement with the principles of RESPECT*. New York: McGraw Hill.

Northouse, P. G. (2007). *Leadership: Theory and practice*. Thousand Oaks, California: Sage.

OCLC. (2008). *From awareness to funding: A study of library support in America*. Dublin: OCLC Online Computer Library Centre. Available at <http://www.oclc.org/reports/funding/fullreport.pdf>

Pink, D. H. (2010). *Drive: The surprising truth about what motivates*. New York: Riverhead.

Quinn, R.E., Faerman, R.E., Thompson, M.P., McGrath, M.R. & St. Clair, L.S. (2007). *Becoming a master manager: A competing values approach*. Hoboken, NJ: John Wiley & Sons.

Rath, T. (2007). *Strengths finder 2.0*. New York: Gallup Press.

Roberts, S. & Rowley, J. (2004). *Managing information services*. London: Facet Publishing.

Senge, P.M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Currency Doubleday.

Schermerhorn, J.R., Hunt, J.G., Osborn, R.C. & Uhl-Bien, M. (2010). *Organizational behavior*. New Jersey: John Wiley & Sons.

Stallard, M.L. (2007). *Fired up or burned out: How to reignite your team's passion, creativity, and productivity*. Nashville: Thomas Nelson.

Schein, E. H. (2004). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Wren, D. A. (2005). *The history of management thought*. New Jersey: John Wiley & Sons.

Course Schedule (Subject to Change)

Date	Topics	Required Readings & Assignments
Wed Jan 12–Sun Jan 16	Welcome and Introduction	
Sat Jan 15–Sun Jan 23	Organizational Theories, Management Perspectives, and Concepts <i>Case Study 1: Mae Gets a Job</i>	Rodrigues, C A. (2001). Fayol's 14 principles of management then and now: A framework for managing today's organizations effectively. <i>Management Decision</i> , 39(10), 880–889. <i>Stueart & Moran (2007): Chapters 1–2 & 20</i>
Sat Jan 22–Sun Jan 30	Organizational Structure and Design <i>Case Study 2: The Case of An Overachiever</i>	Gosling, J & Mintzberg, H. (2003). The five minds of a manager. <i>Harvard Business Review</i> , 81 (11), 54–63. Kirk, T.G. (2004). The role of management theory in day to day management practices of a college library director. <i>Library Administration & Management</i> , 18 (1): 35–38. <i>Stueart & Moran (2007): Chapter 8–9</i>
Fri Feb 4–Sat Feb 5	First Weekend Face-to-Face Class	<i>Stueart & Moran (2007):Chapter 4, 5, 7 & 17</i>
Sat Feb 4–Sun Feb 13	Organizational Planning and Decision Making <i>Case Study 3: For This We Need A Master's Degree?</i>	Mott L. (2008). Planning strategically and strategic planning. <i>The Bottom Line: Managing Library Finances</i> , 21(1), 20–23. Pacios, A R. (2004). Strategic plans and long-range plans: Is there a difference?

		<p>269.</p> <p>Schwarber, Patricia D. (2005). Leaders and the decision-making process. <i>Management Decision</i>, 43(7/8), 1086-1092.</p> <p><i>Stueart & Moran (2007):Chapter 4- 5</i></p>
<p>Sat Feb 12-Sun Feb 20</p>	<p>Communication and Organizational Culture</p> <p><i>Case Study 4: Nobody Ever Tells Me Anything</i></p>	<p>Chatman, J A. & Cha, S E. (2003). Leading by leveraging culture. <i>California Management Review</i>, 45(4), 20-34.</p> <p>Kaarst-Brown, M L, Nicholson, S, Von Dram, G M & Stanton, J M. (2004). Organizational culture of libraries as strategic resource. <i>Library Trends</i>, 53 (1), 33-53.</p> <p><i>Stueart & Moran (2007):Chapter 7, 16</i></p>
<p>Sat Feb 19-Sun Feb 27</p>	<p>Human Resource Management</p> <p><i>Case Study 5: What Do You Want In Your Library Director?</i></p>	<p>Denise, S. & Russell, K. (2004). Organizational development, leadership, change and the future of libraries. <i>Library Trends</i>, 53 (1), 238-257.</p> <p>Hawthorne, P. (2004). Redesigning library human resources: integrating human resources management and organizational development. <i>Library Trends</i>, 53(1), 172-186.</p> <p><i>Stueart & Moran (2007): Chapter 10-12</i></p>
<p>Sat Feb 26-Sun Mar 6</p>	<p>Financial Management</p> <p><i>Case Study 6: Not My Branch</i></p>	<p>Evans, G Edward. (2001). The in's and out's of library budget preparation. <i>The Bottom Line: Managing Library Finances</i>, 14(1), 19-23.</p> <p>Linn, M. (2007). Budget systems used in allocating resources to libraries. <i>The Bottom Line: Managing Library Finances</i>, 20(1), 20-29.</p> <p>Stueart & Moran (2007):Chapter 10-12</p>

		Better budgeting or beyond budgeting? <i>Measuring Business Excellence</i> , 7(3), 22–28. <i>Stueart & Moran (2007):Chapter 19</i>
Mon Mar 7–Sun Mar 13	Work on Management Paper. No Online Discussion	Assignment 1 – Submission of Management Paper – Due Sun Mar 13
Sat Mar 12–Sun Mar 20	Leadership, Motivation, and Emotional Intelligence <i>Case Study 7: The Incredibly Bad Boss</i>	Ericksson, K A, Prietula, M J & Cokely, E T (2007). The making of an expert. <i>Harvard Business Review</i> , July–August, 115–121. Gibbins–Klein, M. (2011). Winning by thinking: How to create a culture of thought leadership in your organization. <i>Development and Learning in Organizations</i> , 25(1), 8–10. Goleman, D. (1998). What makes a leader? <i>Harvard Business Review</i> , 82–91. <i>Stueart & Moran (2007): Chapter 13–14</i>
Mon Mar 21–Sat Mar 26	<i>Spring Break</i>	
Mon Mar 28–Sat Apr 9	Work on Strategic Plan Assignment No Online Discussion	Assignment 2– Strategic Plan Submission – Due Weds Apr 6
Fri Apr 8–Sat Apr 9	Second Weekend Face-to-Face Class	Strategic Plan Presentation – Due Sat Apr 9
Sat Apr 9–Sun Apr 17	Organizational Performance and Evaluation <i>Case Study 8: Chronic Low Performance</i>	Hiller, S., Kyrillidou, Self, J. (2008). When the evidence is not enough: Organizational factors that influence effective and successful library assessment. <i>Performance Measurement and Metrics</i> , 9(3), 223–230. <i>MEMORANDUM D. (2007). What is the time</i>

		<p>value of a public library? <i>Library Review</i>, 56(4), 273-277.</p> <p>Poll, R. & Payne, P. (2006). Impact measures for libraries and information services. <i>Library Hi Tech</i>, 24(4), 547-562.</p> <p><i>Stueart & Moran: Chapter 18</i></p>
Sat Apr 16-Sun Apr 24	<p>Organization Development and Change Management</p> <p><i>Case Study 9: Fear of Failure</i></p>	<p>Giesecke, J. & McNeil, B. (2004). Transitioning to the learning organization. <i>Library Trends</i>, 53(1), 54-67.</p> <p>Kotter, John P. (2007). Leading change: why transformation efforts fail. <i>Harvard Business Review</i>, 96-103.</p> <p>Smith, Ian (2008). People management-be bold! <i>Library Management</i>, 29(1 /2), 18-28.</p> <p><i>Stueart & Moran (2007):Chapter 3</i></p>
Sat Apr 23-Sun May 1	<p>Customer Experience Management: Information Marketing and Advocacy</p> <p><i>Case Study 10: Service Without a Smile</i></p>	<p>Borges, M. (2005). Library advocacy starts at home. <i>The Bottom Line: Managing Library Finances</i>, 18(3), 110-111.</p> <p>Pine II, B J & Gilmore, J H (2000). Satisfaction, sacrifice, surprise: three small steps create one giant leap into the experience economy. <i>Strategy & Leadership</i>, 28(1), 18-23.</p> <p>Wilkie,W L.,Moore, E S. (2007). What does the definition of marketing tell us about ourselves? <i>Journal of Public Policy & Marketing</i>, 26(2), 269-276.</p> <p><i>Stueart & Moran (2007):Chapter 6</i></p>
Mon May 2-Fri May 6	Wrap Up	

Course Assignments, Due Dates and Points in relation to Final Course Mark (Subject to Revision):

Assignment	Due Date	Points	% of Grade
Management Paper	Sunday, March 13	20	20%
Strategic Plan Project <ul style="list-style-type: none"> • Strategic Plan Document (35 points) • Strategic Plan Presentation (10 points) • Team Participation (5 points) 	<ul style="list-style-type: none"> • Wednesday, April 6 • Saturday, April 9 • Throughout; Peer Evaluation Due Monday, April 11 	50 <ul style="list-style-type: none"> • 35 • 10 • 5 	50%
Online Discussion Board	As assigned.	20	20%
Class Participation	Face-to-Face Weekend Meetings	10	10%

Grading Scale

96 – 100 A	77 – 79 C+
90 – 95 A-	74 – 76 C
87 – 89 B+	70 – 73 D
84 – 86 B	0 – 69 F

SLIM Attendance Policy

Students must attend all face-to-face classes.

SLIM Grade Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grade Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to:

<http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then

documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [*Policy and Procedures Manual 43.11*]"

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
211 S Morse Hall
Emporia State University
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